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ABSTRACT

In spite of a commitment to diversify and recruitment initiatives to attract people of color, the number of new librarians that enter the workforce each year do not reflect the diversity of the U.S. population. It is important that diversity initiatives now being planned have accurate baseline data on which to build strategies. This report examines statistical information reported to the Association for Library and Information Science Education (ALISE) to provide a commonly understood set of data, or baseline information for planning more focused minority recruitment. Data from the "Students" and "Faculty" sections of the ALISE annual statistics for American Library Association-accredited United States programs are used in this report. Ten tables present statistics. Table 1 shows that the 1994-95 total number and percent of minority entrants to the profession are up from ten years ago. Table 2 compares Library and Information Science graduation rates from 1984-85 to 1994-95 with the distribution of minority groups in the United States. Table 3 ranks schools reporting ALISE data for 1994-95 graduates to identify total minority graduation rates. Tables 4-7 provide data for the base year 1984-85, 1992-93, 1993-94, and 1994-95, respectively; schools reporting more than 5% for any minority group in each year are highlighted. Table 8 shows that the faculty continue to be overwhelmingly white. Table 9 provides data on doctorates awarded in 1995. The ethnicity of the United States population at large, new master's graduates, new Ph.D.s and the faculty overall are shown in Table 10. Comments from the 21 universities who responded to the 1996 minority recruitment survey are appended. (Contains 16 references.) (AEF)

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Planning for a Diverse Workforce in Library and Information Science Professions

by

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PREFACE

Joan C. Durrance, President of the Association for Library and Information Science Education (ALISE) 1996, charged ALISE committees "to make a difference." In response to President Durrance's mandate, the ALISE Recruitment Committee developed plans to work with library professional associations on minority recruitment. As Chair, I agreed to develop an analysis of the ALISE *Statistical Report* to refine the field's data on minority graduation rates. This report provides baseline information for planning more focused minority recruitment.

Kathleen de la Peña McCook

1996-97 Chair, ALISE Recruitment Committee

THE NEED FOR INFORMATION ON DIVERSITY

The library and information science profession has made an intense commitment to diversify its ranks.[1] Recruitment initiatives that focus on attracting people of color have been developed by schools of library and information science, state associations and national associations.[2] In spite of commitment and effort, however, the number of new librarians that enter the professional workforce each year do not reflect the diversity of the U.S. population.[3]

It is important that diversity initiatives now being planned have accurate baseline data on which to build strategies. This report examines statistical information reported to the Association for Library and Information Science Education to provide a commonly understood set of data.

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[1] See "Diversity Initiative Gets Big Dollar Commitment: ALA Executive Board," *American Libraries* 27 (Dec., 1996): 62; Stuart C.A. Whitewell, "Intimate World, Intimate Workplace. How the Association of Research Libraries and the ALA are Strengthening Their Commitment to Diversity," *American Libraries* 27 (Feb., 1996): 56-59; "ARL Diversity Program" See ARL Webpage: http://arl.cni.org/diversity/diversity.html. ; Roy M. Mersky, "AALL and the Road to Diversity," *Law Library Journal* 85 (Fall, 1993): 859-866; MLA.

[2] For instance the American Library Association, Chapter Relations Committee chaired by Florence Simkins Brown, has held workshops at ALA Annual Conferences and Midwinter Meetings titled, "Stop Talking and Start Doing! Recruitment and Retention of People of Color at the State and Local Levels." The ALA Office for Personnel Resources has focused on this challenge as documented in Kathleen Heim "Librarians for the New Millennium" and Ann Knight Randall "Minority Recruitment in Librarianship" Both in Librarians for the New Millennium Edited by William Moen and Kathleen Heim, (Chicago: American Library Association, 1988).

[3] Kathleen de la Peña McCook and Paula Geist, "Diversity Deferred: Where are the Minority Librarians?" *Library Journal* (November 1, 1993): 35-38.

DATA USED FOR THIS REPORT

The Association for Library and Information Science Education (ALISE) publishes annual statistics on faculty, students, curriculum, income and continuing education.[4] Data from the "Students" and "Faculty" sections for ALA-accredited U.S. programs are used in this report.

The ALISE data must be reorganized to analyze minority graduation rates. The ALISE graduation data tables report totals by ethnicity and by gender, but include Canadian schools which do not report ethnicity. New tables which appear in this report combine men and women, delete Canadian schools, delete international students and delete those not responding from the totals. In cases of obvious error, schools have been called to correct statistics. Additionally, all schools do not report every year and this changes the overall totals. **However, the 1996 published report omitted Queens, an accredited program, due to oversight at Association Offices. Data reported here do include Queens, so the raw data used here differ from the 1996 report as published.**

However, for this report every effort has been made to achieve consistency across the years examined. It will provide as accurate a view as possible based on ALISE data for ALA accredited U.S. programs.

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[4] Timothy W. Sineath, editor *Library and Information Science Education Statistical Report*, Association for Library and Information Science Education, annual series.

1984-1995

The decade 1984-85 to 1994-95 finds the number of minority graduates has increased. Table 1 shows that the 1994-95 total (419) and percent of minority entrants to the profession are up from ten years ago. Though this growth rate seems encouragir g, it still reflects a small percentage of the total graduates for those years, 6.79 percent in 1984/85 to 10.01 percent in 1994/95.

The greatest gains have been made by Asian/Pacific Islanders. They represent 3.5 percent of the population and 3.44 percent of 1995 graduates - near parity. Hispanic graduation rates increased to 2.17 percent; African Americans moved up slightly to 4.24 percent of all graduates. American Indians saw a decline to only .16 percent of the total.

These gains, however, are somewhat undercut by the shift in the U.S. population as a whole. During this same ten-year period the minority population of the U.S. grew from 22.2 percent to 26.4 percent. **Thus the LIS profession's gain is not enough to bring minority representation in the profession to a parity level for individual minority groups.**

Table 2 compares LIS graduation rates from 1984-85 to 1994-95 with the distribution of minority groups in the U.S. Clearly the gain made by LIS programs over the decade has been negated by the overall increase of minorities in the pool from which to recruit and the discrepancy between graduation rates and percentage of population at large. In 1994-95 minorities comprised 26.4 percent of the U.S.

population, but only 10.01 percent of new LIS graduates. **A 162 percent increase is needed to achieve true diversity.**

Table 1

A COMPARISON OF 1984/85 AND 1994/95 MINORITY GRADUATION RATES

	African American	American Indian	Asian Pacific	Hispanic	White	Total Graduates	Total Minorities	Total % Minorities
1984/85								
# of Graduates	96	6	48	28	2445	2623	178	6.79%
% of Total	3.66%	0.23%	1.83%	1.07%	93.21%			
1994/95								
# of Graduates	184	7	149	94	3901	4335	434	10.01%
% of Total	4.24%	0.16%	3.44%	2.17%	89.99%			

Increase in Minority Graduates	256
Increase in Total Graduates	1712

COMPARISON OF 1984/85 AND 1994/95 U.S. CENSUS POPULATION DATA TO GRADUATION RATES FROM LIS PROGRAMS

	African American	American Indian	Asian Pacific	Hispanic	White	Total Minorities
1985 Census Percent Distribution	11.66%	0.65%	2.23%	7.72%	77.73%	22.27%
1985 Graduates	3.66%	0.23%	1.83%	1.07%	93.21%	6.79%
1995 Census Percent Distribution	12.00%	0.70%	3.50%	10.20%	73.60%	26.40%
1995 Graduates	4.24%	0.16%	3.44%	2.17%	89.99%	10.01%
1985 Census Percent Distribution	11.66%	0.65%	2.23%	7.72%	77.73%	22.27%
1995 Census Percent Distribution	12.00%	0.70%	3.50%	10.20%	73.60%	26.40%
1985 Graduates	3.66%	0.23%	1.83%	1.07%	93.21%	6.79%
1995 Graduates	4.24%	0.16%	3.44%	2.17%	89.99%	10.01%

Census Data Source: U.S.Bureau of the Census, *Statistical Abstract of the United States, 1994*. Washington, D.C., 1995, no.19.

1994-95 RANKINGS BY SCHOOL

Rankings of schools reporting ALISE data for 1994-95 graduates to identify total minority graduation rates are shown in Table 3. Recognizing that Puerto Rico, Clark Atlanta, Hawaii and North Carolina Central have historical or geographical bases for strong ranking, the data have also been figured without these schools' totals included at the bottom of the table.

Pratt shows the broadest diversity with strong graduation rates among three minority groups. Other programs showing well are San Jose, Queens, Louisiana, South Florida, Michigan, Wayne State, Texas, Catholic, Washington, Missouri and St Johns--all graduating a student body more than ten percent comprised of minority groups. Fourteen of the reporting schools (32 percent) graduated fewer than 5 percent minorities.

Table 3

ALA Programs in Rank Order According to Minority Graduation Rates - 1994-1995

	African American		American Indian		Asian Pacific		Hispanic		White		Total Grads	Total Mins	Per Cent Mins
Puerto Rico	0	0.00%	0	0.00%	0	0.00%	14	100.00%	0	0.00%	14	14	100.00%
Clark Atlanta	16	51.61%	0	0.00%	0	0.00%	0	0.00%	15	48.39%	31	16	51.61%
Hawaii	0	0.00%	0	0.00%	26	42.62%	0	0.00%	35	57.38%	61	26	42.62%
NC Central	16	33.33%	0	0.00%	1	2.08%	0	0.00%	31	64.58%	48	17	35.42%
Pratt	13	16.88%	0	0.00%	7	9.09%	5	6.49%	52	67.53%	77	25	32.47%
San Jose	3	2.68%	0	0.00%	14	12.50%	3	2.68%	92	82.14%	112	20	17.86%
Queens	5	5.81%	0	0.00%	6	6.98%	4	4.65%	71	82.56%	86	15	17.44%
Louisiana	8	12.50%	1	1.56%	0	0.00%	2	3.13%	53	82.81%	64	11	17.19%
S. Florida	8	6.72%	0	0.00%	2	1.68%	9	7.56%	100	84.03%	119	19	15.97%
Michigan	8	6.61%	0	0.00%	5	4.13%	3	2.48%	105	86.78%	121	16	13.22%
Wayne State	10	7.41%	0	0.00%	7	5.19%	0	0.00%	118	87.41%	135	17	12.59%
Texas	1	0.51%	0	0.00%	7	3.55%	15	7.61%	174	88.32%	197	23	11.68%
Catholic	11	7.97%	0	0.00%	2	1.45%	3	2.17%	122	88.41%	138	16	11.59%
Washington	1	1.27%	2	2.53%	4	5.06%	2	2.53%	70	88.61%	79	9	11.39%
Missouri	3	3.41%	0	0.00%	6	6.82%	1	1.14%	78	88.64%	88	10	11.36%
St. Johns	2	4.35%	0	0.00%	1	2.17%	2	4.35%	41	89.13%	46	5	10.87%
Maryland .	3	3.06%	0	0.00%	4	4.08%	3	3.06%	88	89.80%	98	10	10.20%
Florida State	5	5.32%	0	0.00%	2	2.13%	2	2.13%	85	90.43%	94	9	9.57%
Illinois	6	5.17%	0	0.00%	4	3.45%	1	0.86%	105	90.52%	116	11	9.48%
Pittsburgh	10	7.81%	0	0.00%	2	1.56%	0	0.00%	116	90.63%	128	12	9.38%
Arizona	3	2.48%	0	0.00%	3	2.48%	5	4.13%	110	90.91%	121	11	9.09%
Emporia	2	1.29%	1	0.65%	7	4.52%	4	2.58%	141	90.97%	155	14	9.03%
Long Island	1	1.45%	0	0.00%	5	7.25%	0	0.00%	63	91.30%	69	6	8.70%
Rutgers	5	3.36%	0	0.00%	6	4.03%	1	0.67%	137	91.95%	149	12	8.05%
Buffalo	5	3.91%	0	0.00%	3	2.34%	2	1.56%	118	92.19%	128	10	7.81%
Alabama	2	3.77%	0	0.00%	2	3.77%	0	0.00%	49	92.45%	53	4	7.55%
Indiana	4	2.52%	0	0.00%	6	3.77%	2	1.26%	147	92.45%	159	12	7.55%
Kent	7	4.90%	0	0.00%	2	1.40%	0	0.00%	134	93.71%	143	9	6.29%
Southern Miss.	2	5.56%	0	0.00%	0	0.00%	0	0.00%	34	94.44%	36	2	5.56%
North Texas	2	1.38%	0	0.00%	3	2.07%	3	2.07%	137	94.48%	145	8	5.52%
NC Greensboro	3	3.90%	0	0.00%	1	1.30%	0	0.00%	73	94.81%	77	4	5.19%
Wisc. Milwaukee	4	3.81%	1	0.95%	0	0.00%	0	0.00%	100	95.24%	105	5	4.76%
Simmons	4	2.08%	0	0.00%	2	1.04%	3	1.56%	183	95.31%	192	9	4.69%
Iowa	1	2.27%	0	0.00%	0	0.00%	1	2.27%	42	95.45%	44	2	4.55%
Oklahoma	0	0.00%	0	0.00%	1	2.22%	1	2.22%	43	95.56%	45	2	4.44%
Drexel	2	2.67%	0	0.00%	1	1.33%	0	0.00%	72	96.00%	75	3	4.00%
Rosary	0	0.00%	0	0.00%	5	2.76%	2	1.10%	174	96.13%	181	7	3.87%
S. Carolina	7	3.03%	0	0.00%	1	0.43%	0	0.00%	223	96.54%	231	8	3.46%
Wisc. Madison	0	0.00%	2	2.67%	0	0.00%	0	0.00%	73	97.33%	75	2	2.67%
Syracuse	1	2.22%	0	0.00%	0	0.00%	0	0.00%	44	97.78%	45	1	2.22%
Clarion	0	0.00%	0	0.00%	1	2.13%	0	0.00%	46	97.87%	47	1	2.13%
NC Chapel Hill	0	0.00%	0	0.00%	0	0.00%	1	1.85%	53	98.15%	54	1	1.85%
Kentucky	0	0.00%	0	0.00%	0	0.00%	0	0.00%	56	100.00%	56	0	0.00%
Tennessee	0	0.00%	0	0.00%	0	0.00%	0	0.00%	44	100.00%	44	0	0.00%
Texas Woman's	0	0.00%	0	0.00%	0	0.00%	0	0.00%	54	100.00%	54	0	0.00%
Total and %	184	4.24%	7	0.16%	149	3.44%	94	2.17%	3901	89.99%	4335	434	
Total and % Without Clark Atlanta, Hawaii, NC Central, Puerto Rico													
	152	3.64%	7	0.17%	122	2.92%	80	1.91%	3820	91.37%	4181	361	

A CLOSER LOOK

However, as can be seen from the next four tables which cover the base year of 1984-85 and the last three years, few schools sustain high minority graduation rates over time and lack of consistent reporting data from some accredited programs makes it very difficult to identify clear trends.

Tables 4-7 provide data for the base year 1984-85 and 1992-93, 1993-94 and 1994-95. Schools reporting more than 5 percent for any minority group in each year are highlighted.

ALA Programs - Degrees and Certificates Awarded - 1984-1985

	African American		American Indian		Asian Pacific		Hispanic		White		Total Grads	Total Mins	Per Cent Mins
Alabama	0	0.00%	0	0.00%	3	7.50%	0	0.00%	37	92.50%	40	3	7.50%
Albany	0	0.00%	0	0.00%	2	2.82%	1	1.41%	68	95.77%	71	3	4.23%
Brigham Young	0	0.00%	0	0.00%	3	8.33%	1	2.78%	32	88.89%	36	4	11.11%
Buffalo	1	1.96%	0	0.00%	1	1.96%	0	0.00%	49	96.08%	51	2	3.92%
Cal Berkley	2	6.67%	1	3.33%	2	6.67%	3	10.00%	22	73.33%	30	8	26.67%
Case Western	0	0.00%	0	0.00%	0	0.00%	0	0.00%	22	100.00%	22	0	0.00%
Chicago	0	0.00%	0	0.00%	0	0.00%	0	0.00%	19	100.00%	19	0	0.00%
Clarion	0	0.00%	0	0.00%	0	0.00%	0	0.00%	55	100.00%	55	0	0.00%
Clark Atlanta	18	94.74%	0	0.00%	0	0.00%	0	0.00%	1	5.26%	19	18	94.74%
Columbia	2	2.94%	0	0.00%	1	1.47%	1	1.47%	64	94.12%	68	4	5.88%
Drexel	3	3.23%	0	0.00%	1	1.08%	0	0.00%	89	95.70%	93	4	4.30%
Emory	1	2.44%	0	0.00%	0	0.00%	0	0.00%	40	97.56%	41	1	2.44%
Emporia	0	0.00%	0	0.00%	0	0.00%	0	0.00%	9	100.00%	9	0	0.00%
Florida State	3	6.38%	0	0.00%	0	0.00%	2	4.26%	42	89.36%	47	5	10.64%
Hawaii	0	0.00%	0	0.00%	13	36.11%	0	0.00%	23	63.89%	36	13	36.11%
Illinois	1	1.30%	0	0.00%	1	1.30%	2	2.60%	73	94.81%	77	4	5.19%
Indiana	2	1.38%	0	0.00%	0	0.00%	1	0.69%	142	97.93%	145	3	2.07%
Iowa	0	0.00%	0	0.00%	0	0.00%	0	0.00%	45	100.00%	45	0	0.00%
Kent	2	2.13%	0	0.00%	3	3.19%	0	0.00%	89	94.68%	94	5	5.32%
Kentucky	2	4.00%	0	0.00%	0	0.00%	0	0.00%	48	96.00%	50	2	4.00%
Louisiana	3	7.89%	0	0.00%	1	2.63%	1	2.63%	33	86.84%	38	5	13.16%
Maryland	6	6.25%	0	0.00%	4	4.17%	3	3.13%	83	86.46%	96	13	13.54%
Michigan	7	7.87%	0	0.00%	1	1.12%	1	1.12%	80	89.89%	89	9	10.11%
Missouri	3	5.17%	0	0.00%	1	1.72%	0	0.00%	54	93.10%	58	4	6.90%
NC Chapel Hill	2	3.33%	0	0.00%	0	0.00%	0	0.00%	58	96.67%	60	2	3.33%
NC Central	8	42.11%	0	0.00%	0	0.00%	0	0.00%	11	57.89%	19	8	42.11%
NC Greensboro	3	9.68%	0	0.00%	0	0.00%	0	0.00%	28	90.32%	31	3	9.68%
North Texas	1	1.61%	0	0.00%	1	1.61%	0	0.00%	60	96.77%	62	2	3.23%
Northern Ill	0	0.00%	2	9.52%	0	0.00%	0	0.00%	19	90.48%	21	2	9.52%
Oklahoma	0	0.00%	0	0.00%	0	0.00%	0	0.00%	39	100.00%	39	0	0.00%
Peabody	0	0.00%	0	0.00%	0	0.00%	0	0.00%	35	100.00%	35	0	0.00%
Pittsburgh	6	4.14%	1	0.69%	0	0.00%	3	2.07%	135	93.10%	145	10	6.90%
Pratt	6	15.00%	0	0.00%	0	0.00%	0	0.00%	34	85.00%	40	6	15.00%
Queens	2	6.25%	0	0.00%	2	6.25%	1	3.13%	27	84.38%	32	5	15.63%
Rhode Island	0	0.00%	0	0.00%	0	0.00%	0	0.00%	48	100.00%	48	0	0.00%
Rosary	3	4.84%	0	0.00%	0	0.00%	0	0.00%	59	95.16%	62	3	4.84%
St. Johns	3	12.00%	1	4.00%	1	4.00%	0	0.00%	20	80.00%	25	5	20.00%
Simmons	2	1.20%	0	0.00%	1	0.60%	2	1.20%	161	96.99%	166	5	3.01%
S. Florida	0	0.00%	0	0.00%	0	0.00%	4	5.97%	63	94.03%	67	4	5.97%
Southern Conne	0	0.00%	0	0.00%	0	0.00%	0	0.00%	49	100.00%	49	0	0.00%
Syracuse	0	0.00%	1	3.03%	0	0.00%	0	0.00%	32	96.97%	33	1	3.03%
Tennessee	1	2.94%	0	0.00%	1	2.94%	0	0.00%	32	94.12%	34	2	5.88%
Texas	1	1.45%	0	0.00%	0	0.00%	0	0.00%	68	98.55%	69	1	1.45%
Texas Woman's	0	0.00%	0	0.00%	1	2.33%	1	2.33%	41	95.35%	43	2	4.65%
Washington	2	2.78%	0	0.00%	1	1.39%	1	1.39%	68	94.44%	72	4	5.56%
Wisc Madison	0	0.00%	0	0.00%	3	3.66%	0	0.00%	79	96.34%	82	3	3.66%
Wisc. Milwaukee	0	0.00%	0	0.00%	0	0.00%	0	0.00%	60	100.00%	60	0	0.00%
Total and %	96	3.66%	6	0.23%	48	1.83%	28	1.07%	2445	93.21%	2623	178	6.79%

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ALA Programs - Degrees and Certificates Awarded - 1992-1993

	African American		American Indian		Asian Pacific		Hispanic		White		Total Grads.	Total Mins.	Per Cent Mins.
Alabama	1	1.45%	0	0.00%	1	1.45%	1	1.45%	66	95.65%	69	3	4.35%
Arizona	1	1.35%	1	1.35%	2	2.70%	4	5.41%	66	89.19%	74	8	10.81%
Buffalo	3	3.19%	1	1.06%	0	0.00%	0	0.00%	90	95.74%	94	4	4.26%
Cal Berkley	4	5.13%	1	1.28%	5	6.41%	10	12.82%	58	74.36%	78	20	25.64%
Catholic	4	4.35%	0	0.00%	2	2.17%	2	2.17%	84	91.30%	92	8	8.70%
Clarion	1	2.56%	0	0.00%	0	0.00%	0	0.00%	38	97.44%	39	1	2.56%
Clark Atlanta	9	26.47%	0	0.00%	3	8.82%	0	0.00%	22	64.71%	34	12	35.29%
Drexel	2	2.33%	0	0.00%	1	1.16%	0	0.00%	83	96.51%	86	3	3.49%
Emporia	2	1.87%	0	0.00%	3	2.80%	1	0.93%	101	94.39%	107	6	5.61%
Florida State	4	5.33%	0	0.00%	2	2.67%	0	0.00%	69	92.00%	75	6	8.00%
Hawaii	2	2.67%	0	0.00%	31	41.33%	1	1.33%	41	54.67%	75	34	45.33%
Illinois	3	2.46%	0	0.00%	3	2.46%	0	0.00%	116	95.08%	122	6	4.92%
Indiana	0	0.00%	0	0.00%	1	0.62%	1	0.62%	159	98.76%	161	2	1.24%
Iowa	1	1.72%	1	1.72%	2	3.45%	2	3.45%	52	89.66%	58	6	10.34%
Kent	3	2.10%	0	0.00%	0	0.00%	1	0.70%	139	97.20%	143	4	2.80%
Kentucky	2	1.53%	0	0.00%	5	3.82%	1	0.76%	123	93.89%	131	8	6.11%
Long Island	0	0.00%	0	0.00%	2	3.13%	1	1.56%	61	95.31%	64	3	4.69%
Louisiana	7	9.46%	0	0.00%	0	0.00%	1	1.35%	66	89.19%	74	8	10.81%
Maryland	7	5.88%	0	0.00%	2	1.68%	4	3.36%	106	89.08%	119	13	10.92%
Michigan	2	1.80%	0	0.00%	5	4.50%	3	2.70%	101	90.99%	111	10	9.01%
Missouri	4	4.55%	0	0.00%	4	4.55%	0	0.00%	80	90.91%	88	8	9.09%
NC Central	15	29.41%	0	0.00%	0	0.00%	0	0.00%	36	70.59%	51	15	29.41%
NC Chapel Hill	1	1.92%	0	0.00%	1	1.92%	0	0.00%	50	96.15%	52	2	3.85%
NC Greensboro	1	1.96%	0	0.00%	0	0.00%	0	0.00%	50	98.04%	51	1	1.96%
Northern Ill	0	0.00%	2	2.94%	0	0.00%	0	0.00%	66	97.06%	68	2	2.94%
North Texas	2	1.83%	0	0.00%	4	3.67%	5	4.59%	98	89.91%	109	11	10.09%
Oklahoma	1	1.75%	7	12.28%	4	7.02%	1	1.75%	44	77.19%	57	13	22.81%
Pittsburgh	10	7.75%	0	0.00%	1	0.78%	1	0.78%	117	90.70%	129	12	9.30%
Pratt	26	27.96%	0	0.00%	6	6.45%	4	4.30%	57	61.29%	93	36	38.71%
Puerto Rico	0	0.00%	0	0.00%	0	0.00%	9	100.00%	0	0.00%	9	9	100.00%
Queens	9	11.39%	0	0.00%	8	10.13%	0	0.00%	62	78.48%	79	17	21.52%
Rhode Island	1	1.16%	0	0.00%	1	1.16%	0	0.00%	84	97.67%	86	2	2.33%
Rosary	10	6.33%	0	0.00%	6	3.80%	1	0.63%	141	89.24%	158	17	10.76%
Rutgers	4	2.50%	0	0.00%	7	4.38%	2	1.25%	147	91.88%	160	13	8.13%
St. Johns	2	4.26%	0	0.00%	1	2.13%	1	2.13%	43	91.49%	47	4	8.51%
San Jose	6	3.92%	3	1.96%	14	9.15%	15	9.80%	115	75.16%	153	38	24.84%
Simmons	1	0.61%	1	0.61%	0	0.00%	1	0.61%	162	98.18%	165	3	1.82%
S. Carolina	12	10.43%	1	0.87%	1	0.87%	1	0.87%	100	86.96%	115	15	13.04%
S. Florida	1	1.03%	1	1.03%	0	0.00%	4	4.12%	91	93.81%	97	6	6.19%
Southern Miss.	7	20.00%	0	0.00%	0	0.00%	0	0.00%	28	80.00%	35	7	20.00%
Syracuse	0	0.00%	0	0.00%	0	0.00%	0	0.00%	40	100.00%	40	0	0.00%
Tennessee	1	2.86%	0	0.00%	0	0.00%	0	0.00%	34	97.14%	35	1	2.86%
Texas	1	0.79%	0	0.00%	1	0.79%	9	7.14%	115	91.27%	126	11	8.73%
Texas Woman's	1	1.79%	0	0.00%	0	0.00%	2	3.57%	53	94.64%	56	3	5.36%
UCLA	1	1.37%	0	0.00%	5	6.85%	5	6.85%	62	84.93%	73	11	15.07%
Washington	1	1.15%	1	1.15%	3	3.45%	0	0.00%	82	94.25%	87	5	5.75%
Wayne State	12	8.76%	1	0.73%	2	1.46%	2	1.46%	120	87.59%	137	17	12.41%
Wisc. Madison	2	3.45%	0	0.00%	3	5.17%	0	0.00%	53	91.38%	58	5	8.62%
Wisc. Milwaukee	1	1.16%	1	1.16%	3	3.49%	0	0.00%	81	94.19%	86	5	5.81%
Total and %	191	4.44%	22	0.51%	145	3.37%	96	2.23%	3852	89.46%	4306	454	10.54%

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ALA Programs - Degrees and Certificates Awarded - 1993-1994

	African American		American Indian		Asian Pacific		Hispanic		White		Total Grads.	Total Mins.	Per Cent Mins.
Alabama	3	4.23%	0	0.00%	1	1.41%	0	0.00%	67	94.37%	71	4	5.63%
Albany	2	1.55%	7	5.43%	0	0.00%	2	1.55%	118	91.47%	129	11	8.53%
Arizona	1	0.69%	1	0.69%	2	1.38%	8	5.52%	133	91.72%	145	12	8.28%
Buffalo	4	3.88%	1	0.97%	1	0.97%	1	0.97%	96	93.20%	103	7	6.80%
Cal. Berkley	2	2.82%	0	0.00%	5	7.04%	2	2.82%	62	87.32%	71	9	12.68%
Catholic	9	6.87%	1	0.76%	2	1.53%	3	2.29%	116	88.55%	131	15	11.45%
Clarion	1	1.22%	0	0.00%	0	0.00%	0	0.00%	81	98.78%	82	1	1.22%
Clark Atlanta	18	62.07%	0	0.00%	0	0.00%	0	0.00%	11	37.93%	29	18	62.07%
Emporia	3	1.78%	1	0.59%	3	1.78%	1	0.59%	161	95.27%	169	8	4.73%
Florida State	3	3.49%	0	0.00%	9	10.47%	5	5.81%	69	80.23%	86	17	19.77%
Hawaii	1	1.67%	0	0.00%	32	53.33%	1	1.67%	26	43.33%	60	34	56.67%
Illinois	6	4.62%	1	0.77%	4	3.08%	4	3.08%	115	88.46%	130	15	11.54%
Indiana	3	1.54%	1	0.51%	3	1.54%	4	2.05%	184	94.36%	195	11	5.64%
Iowa	0	0.00%	1	1.89%	0	0.00%	1	1.89%	51	96.23%	53	2	3.77%
Kent	4	3.05%	0	0.00%	3	2.29%	0	0.00%	124	94.66%	131	7	5.34%
Kentucky	1	0.96%	0	0.00%	1	0.96%	2	1.92%	100	96.15%	104	4	3.85%
Long Island	0	0.00%	0	0.00%	2	4.00%	0	0.00%	48	96.00%	50	2	4.00%
Louisiana	10	13.33%	0	0.00%	0	0.00%	0	0.00%	65	86.67%	75	10	13.33%
Maryland	5	4.72%	0	0.00%	1	0.94%	3	2.83%	97	91.51%	106	9	8.49%
Michigan	5	4.63%	0	0.00%	4	3.70%	5	4.63%	94	87.04%	108	14	12.96%
Missouri	4	3.42%	0	0.00%	8	6.84%	1	0.85%	104	88.89%	117	13	11.11%
NC Central	16	24.62%	0	0.00%	0	0.00%	0	0.00%	49	75.38%	65	16	24.62%
NC Chapel Hill	2	3.77%	1	1.89%	1	1.89%	1	1.89%	48	90.57%	53	5	9.43%
NC Greensboro	3	4.05%	0	0.00%	0	0.00%	0	0.00%	71	95.95%	74	3	4.05%
North Texas	1	1.08%	0	0.00%	0	0.00%	1	1.08%	91	97.85%	93	2	2.15%
Oklahoma	1	1.27%	3	3.80%	2	2.53%	0	0.00%	73	92.41%	79	6	7.59%
Pittsburgh	11	8.03%	0	0.00%	7	5.11%	1	0.73%	118	86.13%	137	19	13.87%
Queens	9	10.71%	0	0.00%	8	9.52%	3	3.57%	64	76.19%	84	20	23.81%
Rhode Island	0	0.00%	0	0.00%	2	2.50%	0	0.00%	78	97.50%	80	2	2.50%
Rosary	3	2.11%	0	0.00%	11	7.75%	0	0.00%	128	90.14%	142	14	9.86%
Rutgers	7	5.79%	0	0.00%	6	4.96%	1	0.83%	107	88.43%	121	14	11.57%
S. Carolina	11	7.69%	0	0.00%	4	2.80%	1	0.70%	127	88.81%	143	16	11.19%
S. Florida	1	1.06%	0	0.00%	3	3.19%	7	7.45%	83	88.30%	94	11	11.70%
San Jose	6	3.68%	1	0.61%	16	9.82%	8	4.91%	132	80.98%	163	31	19.02%
Southern Miss.	5	22.73%	0	0.00%	0	0.00%	0	0.00%	17	77.27%	22	5	22.73%
St. Johns	8	12.50%	0	0.00%	4	6.25%	1	1.56%	51	79.69%	64	13	20.31%
Syracuse	0	0.00%	0	0.00%	0	0.00%	0	0.00%	47	100.00%	47	0	0.00%
Tennessee	3	4.84%	0	0.00%	0	0.00%	0	0.00%	59	95.16%	62	3	4.84%
Texas	5	3.16%	0	0.00%	2	1.27%	16	10.13%	135	85.44%	158	23	14.56%
Texas Woman's	2	3.45%	2	3.45%	1	1.72%	0	0.00%	53	91.38%	58	5	8.62%
Washington	2	2.56%	1	1.28%	1	1.28%	1	1.28%	73	93.59%	78	5	6.41%
Wayne State	17	14.66%	3	2.59%	3	2.59%	0	0.00%	93	80.17%	116	23	19.83%
Wisc. Madison	0	0.00%	0	0.00%	1	1.20%	3	3.61%	79	95.18%	83	4	4.82%
Total and %	198	4.76%	25	0.60%	153	3.68%	87	2.09%	3698	88.87%	4161	463	11.13%

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ALA Programs - Degrees and Certificates Awarded - 1994-1995

	African American		American Indian		Asian Pacific		Hispanic		White		Total Grads.	Total Mins.	Per Cent Mins.
Alabama	2	3.77%	0	0.00%	2	3.77%	0	0.00%	49	92.45%	53	4	7.55%
Arizona	3	2.48%	0	0.00%	3	2.48%	5	4.13%	110	90.91%	121	11	9.09%
Buffalo	5	3.91%	0	0.00%	3	2.34%	2	1.56%	118	92.19%	128	10	7.81%
Catholic	11	7.97%	0	0.00%	2	1.45%	3	2.17%	122	88.41%	138	16	11.59%
Clarion	0	0.00%	0	0.00%	1	2.13%	0	0.00%	46	97.87%	47	1	2.13%
Clark Atlanta	16	51.61%	0	0.00%	0	0.00%	0	0.00%	15	48.39%	31	16	51.61%
Drexel	2	2.67%	0	0.00%	1	1.33%	0	0.00%	72	96.00%	75	3	4.00%
Emporia	2	1.29%	1	0.65%	7	4.52%	4	2.58%	141	90.97%	155	14	9.03%
Florida State	5	5.32%	0	0.00%	2	2.13%	2	2.13%	85	90.43%	94	9	9.57%
Hawaii	0	0.00%	0	0.00%	26	42.62%	0	0.00%	35	57.38%	61	26	42.62%
Illinois	6	5.17%	0	0.00%	4	3.45%	1	0.86%	105	90.52%	116	11	9.48%
Indiana	4	2.52%	0	0.00%	6	3.77%	2	1.26%	147	92.45%	159	12	7.55%
Iowa	1	2.27%	0	0.00%	0	0.00%	1	2.27%	42	95.45%	44	2	4.55%
Kent	7	4.90%	0	0.00%	2	1.40%	0	0.00%	134	93.71%	143	9	6.29%
Kentucky	0	0.00%	0	0.00%	0	0.00%	0	0.00%	56	100.00%	56	0	0.00%
Long Island	1	1.45%	0	0.00%	5	7.25%	0	0.00%	63	91.30%	69	6	8.70%
Louisiana	8	12.50%	1	1.56%	0	0.00%	2	3.13%	53	82.81%	64	11	17.19%
Maryland	3	3.06%	0	0.00%	4	4.08%	3	3.06%	88	89.80%	98	10	10.20%
Michigan	8	6.61%	0	0.00%	5	4.13%	3	2.48%	105	86.78%	121	16	13.22%
Missouri	3	3.41%	0	0.00%	6	6.82%	1	1.14%	78	88.64%	88	10	11.36%
NC Central	16	33.33%	0	0.00%	1	2.08%	0	0.00%	31	64.58%	48	17	35.42%
NC Chapel Hill	0	0.00%	0	0.00%	0	0.00%	1	1.85%	53	98.15%	54	1	1.85%
NC Greensboro	3	3.90%	0	0.00%	1	1.30%	0	0.00%	73	94.81%	77	4	5.19%
North Texas	2	1.38%	0	0.00%	3	2.07%	3	2.07%	137	94.48%	145	8	5.52%
Oklahoma	0	0.00%	0	0.00%	1	2.22%	1	2.22%	43	95.56%	45	2	4.44%
Pittsburgh	10	7.81%	0	0.00%	2	1.56%	0	0.00%	116	90.63%	128	12	9.38%
Pratt	13	16.88%	0	0.00%	7	9.09%	5	6.49%	52	67.53%	77	25	32.47%
Puerto Rico	0	0.00%	0	0.00%	0	0.00%	14	100.00%	0	0.00%	14	14	100.00%
Queens	5	5.81%	0	0.00%	6	6.98%	4	4.65%	71	82.56%	86	15	17.44%
Rosary	0	0.00%	0	0.00%	5	2.76%	2	1.10%	174	96.13%	181	7	3.87%
Rutgers	5	3.36%	0	0.00%	6	4.03%	1	0.67%	137	91.95%	149	12	8.05%
St. Johns	2	4.35%	0	0.00%	1	2.17%	2	4.35%	41	89.13%	46	5	10.87%
San Jose	3	2.68%	0	0.00%	14	12.50%	3	2.68%	92	82.14%	112	20	17.86%
Simmons	4	2.08%	0	0.00%	2	1.04%	3	1.56%	183	95.31%	192	9	4.69%
S. Carolina	7	3.03%	0	0.00%	1	0.43%	0	0.00%	223	96.54%	231	8	3.46%
S. Florida	8	6.72%	0	0.00%	2	1.68%	9	7.56%	100	84.03%	119	19	15.97%
Southern Miss.	2	5.56%	0	0.00%	0	0.00%	0	0.00%	34	94.44%	36	2	5.56%
Syracuse	1	2.22%	0	0.00%	0	0.00%	0	0.00%	44	97.78%	45	1	2.22%
Tennessee	0	0.00%	0	0.00%	0	0.00%	0	0.00%	44	100.00%	44	0	0.00%
Texas	1	0.51%	0	0.00%	7	3.55%	15	7.61%	174	88.32%	197	23	11.68%
Texas Woman'	0	0.00%	0	0.00%	0	0.00%	0	0.00%	54	100.00%	54	0	0.00%
Washington	1	1.27%	2	2.53%	4	5.06%	2	2.53%	70	88.61%	79	9	11.39%
Wayne State	10	7.41%	0	0.00%	7	5.19%	0	0.00%	118	87.41%	135	17	12.59%
Wisc. Madison	0	0.00%	2	2.67%	0	0.00%	0	0.00%	73	97.33%	75	2	2.67%
Wisc. Milwauke	4	3.81%	1	0.95%	0	0.00%	0	0.00%	100	95.24%	105	5	4.76%
Total and %	184	4.24%	7	0.16%	149	3.44%	94	2.17%	3901	89.99%	4335	434	10.01%

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While 5 percent may seem a low percentage to highlight, the number of programs with few minority graduates over the various years mandates that we seek advice from those with even modest success. To learn of successful strategies a query was sent to each school achieving a 5 percent graduation rate for any minority group in any specific year. Responses are fully reported in Appendix II. Common themes emerge:

- Faculty from ethnic or minority groups are critical
- Active multi cultural participation
  - bilingual advising/Spanish webpage
  - mentoring by minority faculty or professionals
  - LIS faculty active in campus or community diversity activities
- Financial support (Title II-B, university scholarships, association scholarship
- Partnerships with specific libraries
- Targeted Recruitment Strategies
  - advertising in ethnic yellow pages
  - recruiting trips to historically black institutions
  - participation in minority career days
- Creative delivery of classes
  - where people work
  - evening or weekend classes

These themes provide the profession with the nucleus of a workable strategy for active recruitment. We have no hard data that demonstrates the success of one strategy over another, only the observation that consistent effort does seem to result in modest success.

FACULTY: TODAY AND TOMORROW

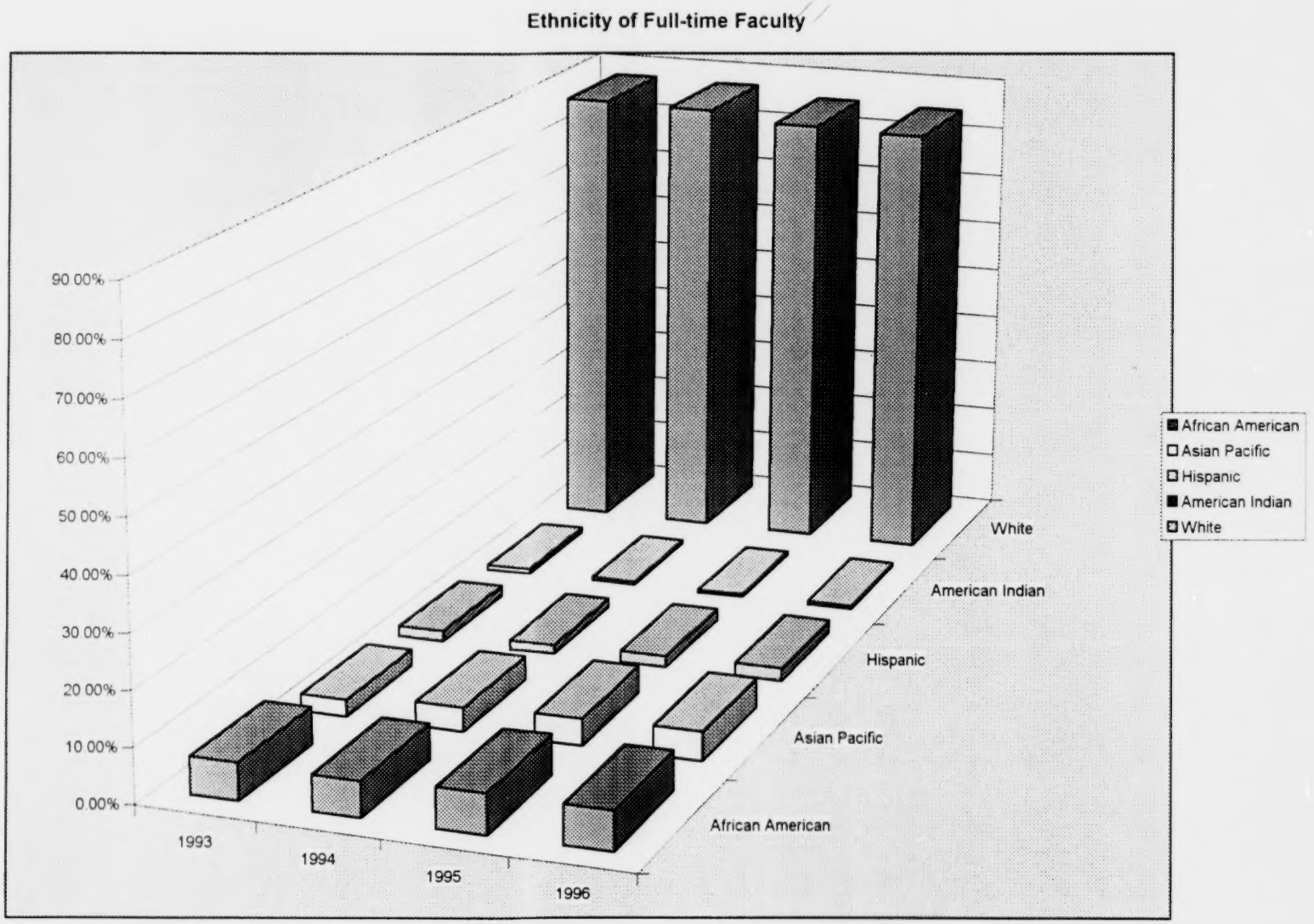
The current composition of the faculty at ALA-accredited schools is not reported in the ALISE data by program--only aggregate statistics are provided. Table 8 shows that the faculty continue to be overwhelmingly White--as depicted graphically as well in Chart 1.

Table 8

ETHNICITY OF FULL-TIME FACULTY - 1995

African American	American Indian	Asian Pacific	Hispanic	White
40	3	29	13	454
7.4%	0.6%	5.4%	2.4%	84.2%

Chart 1



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The demographics of LIS faculties, which may be projected to some degree from the profile of earned doctorates, show that for 1995 minorities comprised 18 percent of new PhDs. Table 9 provides these data. New doctorates were greater than the Master's degree graduation rate for African Americans (7.1 percent) and Asian/Pacific Islanders (12 percent). However, in 1995 no PhDs were awarded to individuals of Hispanic or Native American origin.

Table 9

Doctorates Awarded - 1995

African American	American Indian	Asian Pacific	Hispanic	White
3	0	6	0	42
6%	0%	12%	0%	82%

The U.S. population at large, new master's graduates, new PhDs and the faculty overall are shown in Table 10. From this we see that the new PhDs of Asian/Pacific Islander heritage have exceeded their numbers in the population-at-large, both on faculties and in the 1995 doctoral cohort, but still lag slightly in new graduates. Other minority groups are not as well represented. African Americans who comprise 7.1 percent of the faculties and 6 percent of new PhDs still rank low in new master's students graduated.

Table 10

Comparison of Percentages of New Master's Graduates, PhDs and Faculty Overall

	African American	American Indian	Asian Pacific	Hispanic	White
U.S Population	12.00	0.70	3.50	10.20	73.60
1994-95 Master's	4.24	0.16	3.44	2.17	89.99
1995 Doctorates	6.00	0.00	12.00	0.00	82.00
Faculty	7.40	0.60	5.40	2.40	84.20

CONCLUSION

This report was developed to provide ALISE schools and the profession-at-large with data for planning. The profession is strongly committed to diversity and administrators and faculty will be called upon to redouble efforts to recruit a diverse student body. The ALISE data as published provide a rich body of data, but these data require some recalculation and analysis as a foundation for planning.

Appendix I is a short bibliography of recent articles on minority recruitment issues.

APPENDIX I

BIBLIOGRAPHY

Listed below are key articles on minority recruitment since 1993. For earlier citations see: Jones-Quartey, Theo S. and Bynum, Kit S. "Ethnic Minorities In Librarianship: A Selected Bibliography." Special Libraries 84 (Spring '93): 104-111.

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APPENDIX II

RESPONDENTS TO THE 1996 MINORITY RECRUITMENT SURVEY

The survey was conducted by the University of South Florida, School of Library and Information Science Research Group and mailed to all schools that showed a 5% or more minority graduation rate in any minority group according to the ALISE Statistical Reports from 1992/93 - 1994/95. See Tables 6-8 for highlighted schools.

- University of Alabama
- University of Arizona
- University of California, Berkeley
- Catholic University of America
- Clark Atlanta University
- Florida State University
- Long Island University
- Louisiana State University
- University of Maryland
- University of Missouri
- University of Oklahoma
- University of Pittsburgh
- Rosary College
- St. John's University
- San Jose State University
- University of South Carolina
- University of South Florida
- University of Texas at Austin
- University of Washington
- Wayne State University
- University of Wisconsin-Madison

RESPONSE: MINORITY RECRUITMENT

Program: University of Alabama
School of Library and Information Studies

Respondent: Charles Osburn
Professor

Year/Group: 91/91 - 5.19% African American

Minority student recruitment efforts in the School of Library and Information Studies are concentrated in three activities: Mail solicitation addressed to recent minority recipients of the bachelor's degree throughout the nation; visitation to select libraries in the region; and the encouragement afforded by three scholarships designated specifically for minorities.

Each year a letter is sent to all recent graduates in the United States whose names are supplied by the GRE Board Minority Graduate Student Locator Service as those who have expressed interest in graduate study in the field of library and information science. Included in that mailing are information about financial support, a brochure describing the School and the University, and a postage-paid card for further information. The pool identified in this manner usually amounts to about a dozen prospective students in all minority categories.

In the company, when possible, of an African-American School alumnus or alumna located in the respective area, the dean or other representative visits select institutions whose libraries employ substantial numbers of African-American paraprofessionals. Those who have completed the bachelor's degree are of immediate recruitment potential, while others may be persuaded to consider the library and information profession in their longer term planning.

During 1995-96 the School assigned thirty-one scholarships valued at $24,592. Four of those scholarships, valued at $4,729, were awarded to minorities, of whom two were African-Americans. Those two received $2,942 or 12% of the total scholarship funds.

The master's degree program of the School currently enrolls six African-American women, while one African-American is enrolled in the doctoral program. Additionally, six African-Americans are enrolled in the School as non degree students with potential for degree program enrollment.

The School of Library and Information Studies employs a small number of faculty in a field which, in turn, is favored by only a relatively small proportion of those who choose a career in the professorate. In the past half dozen years very few vacancies have occurred, offering only two opportunities to enhance diversity among the faculty. On the first occasion, the position was offered initially to an African-American female, who did not accept it. On the other occasion, a year and a half ago, an African-American with the terminal degree was invited to candidacy, but she did not pursue that possibility because of the considerable differential between the level of her current salary as a university library director and that of the salary of a faculty member. As new vacancies occur the School will again take special measures to recruit from and be competitive in the pool of qualified African-Americans. Meanwhile, the School will continue the successful experience of employing qualified African-American faculty on an adjunct basis as appropriate to need.

RESPONSE: MINORITY RECRUITMENT

Program: University of Arizona
School of Library Science

Respondent: Charles D. Hurt
Director and Professor

Year/Group: 91/92 - 6.82% Hispanic
92/93 - 5.41% Hispanic
93/94 - 5.52% Hispanic

The best strategy is to involve current student and recent graduates into recruiting for the School. Each one - reach one works.

The key is to be aggressive about it and to follow-up. The problem, here and elsewhere, is the lack of meaningful financial assistance. A second problem is competition. I suggest a clearinghouse where potential applicants can receive info and where programs can recruit. Too many minorities never hear about schools that would fit them.

RESPONSE: MINORITY RECRUITMENT

Program: University of California, Berkeley
School of Information Management and Systems

Respondent: Charlotte Nolan
Associate Dean

Year/Group: 91/92 - 8.05% Asian Pacific, 9.2% Hispanic
92/93 - 6.41% Asian Pacific, 5.13% African American, 12.82% Hispanic
93/94 - 7.04% Asian Pacific

We worked closely with a group of librarians in the area interested in minority recruitment and formed a Mentoring group that identified and encouraged potential applicants. Mentors worked with individual students after admission. Many kept in touch after graduation.

Worked with University's Graduate Division on recruitment. Attended graduate information days at a variety of colleges and universities.

During the admissions review process we made a concerted effort to admit as many minorities as possible who met the enhance criteria.

The University holds a special orientation and welcome program for minority admittees. We held a small reception in conjunction with that program to make the School appear as inviting as possible.

I think our Mentoring Program and close ties with a number of local professional groups (Bibliotecas Para La Gente; Chinese American Librarians Association and the Black Librarians Caucus) made the biggest difference.

RESPONSE: MINORITY RECRUITMENT

Program: Catholic University of America
School of Library and Information Science

Respondent: Elizabeth Aversa
Dean

Year/Group: 93/94 - 6.87% African American
94/95 - 7.97% African American

The School of Library and Information Science at the Catholic University of America had delivered courses at work sites where minority information workers are employed - specifically, at the Library of Congress and at off-campus sites throughout Virginia. By taking courses to students, the University makes it possible for students to work on their degrees without the added expense and time to travel to campus.

The University has also used federal funding to assist several minority students who expected to work with children and young adults - the funds were earmarked for such students.

Finally, the School's faculty members are personally committed to maintain a diverse, multiethnic student body, staff, and faculty.

Faculty members are active in working with the Council of Governments Library Committee on minority recruitment to librarianship, the Washington Consortium's Higher Education Information Project (directed at local secondary school students and housed at the DC Public Library), and other programs in our region.

RESPONSE: MINORITY RECRUITMENT

Program: Clark Atlanta University
School of Library and Information Studies

Respondent: Arthur Gunn
Associate Dean

Year/Group: 91/92 - 9.09% Asian Pacific, 42.42% African American
92/93 - 8.82% Asian Pacific, 26.47% African American
93/94 - 62.07% African American
94/95 - 51.61% African American

We wrote to library directors at historically black institutions asking that they share info on our program with paraprofessional staff members and student workers.

Attended college days at historically black institutions.

Alumni

RESPONSE: MINORITY RECRUITMENT

Program: Florida State University
School of Library and Information Studies

Respondent: Jane B. Robbins
Dean

Year/Group: 91/92 - 8.7% Asian Pacific
92/93 - 5.33% African American
93/94 - 10.47% Asian Pacific, 5.81% Hispanic
94/95 - 5.32% African American

We have two advantages (at least) that lead to our "relative" success in graduation of representatives of minority groups.

The first relates to African Americans: Tallahassee is home to Florida A&M University, a large, excellent predominantly African American University. The co-location of FSU and FAMU in the same community leads to knowledge of the M.S. program availability - obviously a crucial factor for recruitment.

The second factor relates to FSU's commitment to international education. In addition to London and Florence, the university operates programs in Panama and Costa Rica; and through its long term interaction with the U.S. military for education and research activities, FSU has contacts throughout the world. These contacts led to the beginning of relatively large numbers of non-U.S. and U.S. minority students attending FSU.

The graduates of the program now recruit for us (naturally -- this is not a formal program, they just do it.) Previous success has led to continuing success.

RESPONSE: MINORITY RECRUITMENT

Program: Long Island University
Palmer School of Library and Information Science

Respondent: Anne Woodsworth
Dean

Year/Group: 94/95 - 7.25% Asian Pacific

The School tried to do something different with our advertising budget during 1993/94 that might account for the increase:

- small ads in the classified section of newspapers
- an ad in the Chinese Yellow Pages

Apart from this, as they say in real estate -- it's location, location, location . . . particularly for our Manhattan program which offers the MS in full at NYU.

RESPONSE: MINORITY RECRUITMENT

Program: Louisiana State University
School of Library and Information Science

Respondent: Bert R. Boyce
Dean

Year/Group: 92/93 - 9.46% African American
93/94 - 13.33% African American
94/95 - 12.5% African American

The School has maintained its 10% level of African American students over the past five years through several efforts. We recruit actively among the New Orleans Public Library support staff. This library has a policy of paying for professional classes taken by its staff, and we offer at least one course in New Orleans each semester.

The School continues to sponsor and support the Louisiana Library Association's Minority Recruitment Interest Group which is providing mentoring services to our students as well as recruitment. Most minority librarians in the state are members. This group is active in suggesting to likely candidates that they consider the profession. Our one African American faculty member is very active in this group, and the Dean makes a point of attending every meeting.

We maintain excellent relationships with the Library staff at Southern University, a neighboring historically black institution, and the director has recruited heavily for us among her support staff.

RESPONSE: MINORITY RECRUITMENT

Program: University of Maryland
College of Library and Information Services

Respondent: William C. Wilson
Chair, CLIS Diversity Committee

Year/Group: 92/93 - 5.88% African American

When we have been able to identify students to admit in recent years, it has usually been the case for minority students that fellowship money is available: either through varying numbers of fellowships available from the U.S. Department of Education or from the Graduate School of UMCP. In fact this afternoon I went to a program given by the woman in charge of the Graduate School' minority recruitment program and she said that it is possible to give tuition-free fellowships with stipends up into the range of $15,000 - $18,000.

Another fact that attracts students from all over the U.S., including minority students, is our archival education program, including the joint master's degree with the History Department. Several of the students in that area of concentration in recent years have been African American.

Not in direct answer to your request, but for ideas that might be helpful otherwise, I am enclosing several print items growing out of the College's Diversity effort. Summer of 1993 I was appointed the College's representative on a large campus-wide Diversity Committee, on which I still serve.

September of 1994 we started an ad hoc Diversity Committee for the College, which I continue to chair. Items:

- A presidential column in THE CRAB of the MD Library Association, which was also distributed through ALA's Chapter Relations Committee.
- May 6, 1996 memo about the CLIS Diversity Mentoring Program.
- Form used for gathering information about prospective mentors.
- List of mentors as of April 30, 1996. A few more have been added since then.
- My remarks prepared for an ALA presentation on July 8, 1996. This is a history of efforts at Maryland -- more about intentions than accomplishments at this point, as I say.
- Invitation to a recruitment effort at a Virginia suburban library system last Friday. Associate Dean Jean Preer from Catholic University and Ann Prentice made presentations. 22 people came, including 3 African Americans, 1 Hispanic, and only 1 male. We will do a similar event at the Prince George's (MD) library on Jan. 23, 1997.
- A recent memo to current minority students (23) and a similar letter to 5 graduates since last spring.

RESPONSE: MINORITY RECRUITMENT

Program: University of Missouri
School of Library and Information Science

Respondent: Richard L. Andrews
Dean

Year/Group: 93/94 - 6.84% Asian Pacific
94/95 - 6.82% Asian Pacific

The University of Missouri's infrastructure supports minority students by providing matching funds from the Graduate School whereby we are able to double the number of students who receive assistantships. The School of Library and Informational Science for many years has been the recipient of grants from the U.S. Office of Education for minority scholarships (currently funded at $66,000 for support of four students for one year.) A copy of the flyer for recruitment purposes is attached. Some years ago, the School faculty developed a mentor program for minorities, which was organized by Dale Guthrie and Emma McKinin of the faculty. We have been uniquely interested and concerned for students of all races, and through personal contact and offering special assistance in processing details for students we have been successful in producing a diverse and highly qualified alumni.

RESPONSE: MINORITY RECRUITMENT

Program: University of Oklahoma
School of Library and Information Studies

Respondent: June Lester
Director

Year/Group: 92/93 - 12.28% American Indian, 7.02% Asian Pacific

The primary strategy that has been effective for OU/SLIS in recruiting Native Americans is the ongoing contact with the Native American community both at the University and in the state that is maintained by our two Native American faculty members, Lotsee Patterson and Rhonda Harris Taylor. They serve as mentors to tribal librarians throughout the state (and the nation), work with the American Indian Student Association here at OU, and one is active in the American Indian And Alaska Native Professors organization and attends that annual conference.

During 1992/1993 I am not aware of any specific targeted efforts that could be shared with others (I was not here that year). We did begin some targeted recruitment efforts in 1993/1994, focusing particularly on Native Americans and African Americans, working with the librarians at Northeastern State University (high percentage of Native American undergraduate populations) and Langston University (African Americans), inviting prospective applicants to campus, and attending professional and graduate school fairs. We also now have a Native American scholarship, established by Lotsee Patterson, which helps to provide modest assistance to one Native American student a year.

RESPONSE: MINORITY RECRUITMENT

Program: University of Pittsburgh
School of Library and Information Sciences

Respondent: Toni Carbo
Dean and Professor

Year/Group: 91/92 - 8.65% African American
92/93 - 7.75% African American
93/94 - 5.11% Asian Pacific, 8.03% African American
94/95 - 7.81% African American

Provide monies to faculty to travel to historically black colleges and other agencies to bring before them the importance of the recruitment of African Americans to the library and information profession and make these individuals aware of the prospects for careers in the information field.

Provide tuition and retention support for African American students who are disadvantaged and who would not be able to be enrolled in the School unless financial assistance is provided.

Provide assistance through the Minority Concerns Council (a student directed organization) in order that the School's minority students continue to have a forum to meet and become acquainted with members of minority groups and other professionals in the field and to provide educational enrichment during the students' graduate study at the School.

Develop a recruitment video targeted to women and minorities as well as other populations.

RESPONSE: MINORITY RECRUITMENT

Program: Rosary College
Graduate School of Library and Information Science

Respondent: Peggy Sullivan
Dean

Year/Group: 92/93 - 6.33% African American
93/94 - 7.75% Asian Pacific

We constantly strive to increase and to maintain the numbers of minorities in the MLIS program. One such effort was offering courses in downtown Chicago at the Harold Washington Library Center. My guess is that the African American figure for 1992-93 was a high point following the years of offering courses there. It takes additional effort to retain such a figure.

As for Asian American enrollment: Tze-Chung Li, Professor and former Dean of GSLIS, is a powerful force in attracting Asian Pacific students. He has many friends and former colleagues in Taiwan and the People's Republic of China (PRC). He visits both places frequently and is highly respected. We attract many more students than we can provide with financial assistance, especially from the PRC ,and they often cannot come without such assistance. In 1993-94, two of our eight full-time faculty were Asian American, which may also have been an attraction.

RESPONSE: MINORITY RECRUITMENT

Program: St. John's University
Division of Library and Information Science

Respondent: James Benson
Director

Year/Group: 91/92 - 6.25% African American
93/94 - 6.25% Asian Pacific, 12.5% African American

We have no great secrets of strategy. We serve a diverse population. The undergraduate student body of the university reflects that diversity, as well. If anything, we are a failure because we are less diverse than the University, as a whole.

Our location, thus, is the primary source of our diversity. Even the Asian enrollment is primarily caused by proximity to Flushing, NY which has the largest Asian population on the U.S.

Offer programs where the students live!

RESPONSE: MINORITY RECRUITMENT

Program: San Jose State University
School of Library and Information Science

Respondent: William Fisher
Associate Director

Year/Group: 91/92 - 6.16% Hispanic
92/93 - 9.15% Asian Pacific, 9.8% Hispanic
93/94 - 9.82% Asian Pacific
94/95 - 12.5% Asian Pacific

I'd love to tell you the wonderful strategies we've developed that gives SJSU the numbers of Hispanic and Asian Pacific graduates you've identified. However, no specific recruitment strategies exist. These numbers are the product of a number of factors. The first is simply location; being in California, we have more Hispanic and Asian Pacific applicants than most other schools. The second factor is the School's relationship with the public library community (and to some extent the academic library community, but primarily public libraries) who encourage many of their Hispanic and Asian Pacific staff members to apply to SJSU. It is really at this point, after the potential student decides to go for a degree, that we get actively involved and the third factor comes into play.

RESPONSE: MINORITY RECRUITMENT

Program: University of South Carolina
College of Library and Information Science

Respondent: Nancy C. Beitz
Coordinator, Admissions and Placement

Year/Group: 92/93 - 10.43% African American
93/94 - 7.69% African American

We attended Graduate and Professional Day events at various historically black institutions of higher education such as Howard, Clark-Atlanta, South Carolina State and Benedict.

As part of our over-all recruitment activities, we organized receptions at various places around the state for our alumni and potential students, sent representatives to library association conferences in Georgia, Maine, and South Carolina, and attended "open house events" at regional campuses around the state.

In cooperation with the USC Thomas Cooper Library, we offer a fellowship opportunity called the Cooper-Davis Fellowship. Minorities are strongly encouraged to apply. The student chosen receives a $1000 scholarship from our College. In addition, the student receives a graduate assistantship at the Thomas Cooper Library. This graduate assistantship gives reduced tuition plus a stipend for working 20 hours per week in various departments of the library.

We designed a new recruitment brochure which includes pictures and quotes from selected CLIS alumni, some of whom are minorities.

The Richland County Public Library offers a graduate assistantship for one of their employees who would like to attend our College on a part time basis. Minorities are strongly encouraged to apply.

RESPONSE: MINORITY RECRUITMENT

Program: University of South Florida
School of Library and Information Science

Respondent: Sonia Ramírez Wohlmuth
Assistant Director, LIS

Year/Group: 93/94 - 7.45% Hispanic
94/95 - 6.72% African American; 7.56 Hispanic

We target Hispanic/Latino students through the following: bilingual advising , Spanish language web page, and active faculty participation in the USF Latin American and Caribbean Initiative and the USF Latinos Association

The Director and the two Assistant Directors are Hispanic and are active participants in both national (REFORMA) and local (the Tampa Bay Library Consortium Migrant Worker Family Project Committee) organizations which seek to serve the Spanish-speaking. Additionally, we employ African-American and Hispanic adjunct faculty.

Academic advising for our East Coast program -- located in the richly multicultural Dade-Broward counties is shared by an African-American Professor Emerita who is active in the ALA Black Caucus and Coretta Scott King Award Committee and the Assistant Director for East Coast programs who is Hispanic. At USF we believe that recruitment builds upon active faculty representation in groups with a multicultural focus. The faculty of the School endeavor to recruit a diverse student body.

In an effort to attract minority students for whom financial aid is often the determining factor, USF has actively sought and obtained Title II-B fellowships for the third year in a row. On a University-wide level, the USF Graduate School has awards for incoming African-American students (Graduate Educational Opportunity Grant -- GEOG) and Hispanic students (Latino Graduate Fellowship). Nearly every minority student admitted over the last five years has had some form of financial aid: fellowship, scholarship, assistantship, or state employee tuition waiver.

In summary the focal points for minority recruit at USF have been:

- financial support for minority students
- bilingual advising
- multicultural faculty
- active participation in campus, local, state, and national organizations with minority focus

RESPONSE: MINORITY RECRUITMENT

Program: University of Texas at Austin
Graduate School of Library and Information Science

Respondent: Brooke E. Sheldon
Dean

Year/Group: 91/92 - 10.31% Hispanic
92/93 - 7.14% Hispanic
93/94 - 10.13% Hispanic
94/95 - 7.61% Hispanic

Our principal strategy to increase Hispanic enrollments was our decision in 1991 to initiate a Master's program in El Paso where the overall population is 69.1% Latino.

Other factors in deciding to take the (via interactive closed circuit television) to El Paso with occasional on-site classes included an established need and requests for courses over a period of years, but the primary rationale was to provide opportunities for Hispanic library/information workers in border areas to obtain the professional degree. In 1993 we initiated a similar program in San Antonio. We also approached U.T. Pan American University in the Valley, but partially because an unaccredited school (Sam Houston State University) offers courses in the valley area, and at Pan American, we have been unable to work out the logistics.

Other Measures: The School has a minority liaison officer (faculty member) who works not only with students in our school, and potential students, but also with the graduate school, and other units on campus. One important outcome is assurance that our minority students have participated fully in Graduate Opportunity Scholarships for minority students. (These scholarships are now part of the overall scholarship program in the Graduate School) as a result of the Hopwood decision - but there is still much work to be done in ensuring that GSLIS students apply as generally, they are quite competitive. Currently, we have five students holding Graduate School Scholarships (ranging form $6,000 to $11,000 per year).

Our former MLO (Loriene Roy) worked closely with all minority students, and was, of course, a particular effective recruiter for Native American students. Once on campus, the involved them in various opportunities including travel to conferences to give papers, and to Indian reservations as part of her research publishing and consulting efforts. The School used Institutional HEA Title IIb funds to help defray these expenses.

Our current MLO Officer (Irene Owens) is working with a group of students, faculty and

representatives from the University libraries to develop activities not only for recruitment, but also to heighten the sense of "community" in the School. Two potluck picnics have been held, and an Employer-Student reception is planned for spring. These events are intended for all students, but an emphasis is placed on inviting minority students. Our MLO Officer and members of her committee also are making site visits to schools such as Prairie View, Texas Southern University of Houston and Rice - all schools with large minority populations.

On the national level, activities such as the Fall 1995 Latino Public Library Institute, and other events (i.e. Reforma Conference '96) have helped the School establish credibility with Hispanic populations.

RESPONSE: MINORITY RECRUITMENT

Program: University of Washington
Graduate School of Library and Information Science

Respondent: Dolores Potter
Program Coordinator

Year/Group: 94/95 - 5.06% Asian Pacific

The Graduate School of Library and Information Science appoints two faculty members and an enrolled graduate minority student to serve as advisors to minorities. The graduate student usually participates in the University of Washington annual Graduate Information Fair held each fall quarter. The graduate student, with the assistance of the faculty advisor, mails letters of invitation to newly admitted applicants inviting them to attend the University of Washington and offering various help in coming to school. The graduate student and faculty advisors are also available for tutoring, if necessary. Special social events are held throughout the school year for minorities.

The University of Washington Graduate school Assistantship and Fellowships Division supports minority recruitment with tuition exemptions and Research Assistantships, when funding allows. The University of Washington Graduate School sponsors a Graduate Information Fair each fall quarter. Campus departments are encouraged to participate and other Universities are invited to attend. The Fair serves as a recruitment tool as information booths are usually manned by minority faculty and/or graduate students who visit with interested minorities and offer information on their graduate programs.

The Graduate School of Library and Information Science would like to expand their minority recruitment, but funding in this area is very limited at this time.

RESPONSE: MINORITY RECRUITMENT

Program: Wayne State University
Library and Information Science Program

Respondent: Carole McCollough
Associate Dean

Year/Group: 91/92 - 11.32% African American
92/93 - 8.76% African American
93/94 - 14.66% African American
94/95 - 5.19% Asian Pacific, 7.41 African American

1. Much of the success of Wayne State's minority recruitment and graduation rate is owed to place-bound factors beyond our efforts and influence. Our location in Detroit, for example. Employment opportunities, the urban mission of and artificially low tuition at the University work together to encourage minorities to pursue post graduate education.

2. The job market for LIS graduates has worked with our recruitment and retention efforts in positive ways. First of all classes are scheduled so that students can work full or part-time while they go to school. There are more employment opportunities in the region than we can fill so that job placement is seldom tied to affirmative action initiatives. Minority MLIS graduates may constitute a premium for some public institutions but a great number of the WSU LIS graduates, White, African American, Hispanic and Asian, etc. are placed in a professional position before they graduate.

3. A third critical factor has been the awarding of Title IIB Library Career Training Fellowships. Our intensive advertising in the minority media marketplace has produced a continuing strand of interest, inquiries and applications from minorities even if they prove ineligible for a fellowship award.

4. One of the benefits of having alums in the region is the potential for active mentoring and recruitment. Our African American alumni, particular the Title IIB graduates, provide informal mentoring to our African American students in addition to regularly sending potential students to the LIS Program. Faculty and full-time staff stability has contributed positively to this personalized one-on-one strategy. Alums like to be able to say, 'call professor J.'

5. In what we view as a long term investment, the Program participates in the campus King-Chavez-Parks (KCP) college recruitment program. The KCP ACCESS Program begins visiting schools in the Detroit area in grade 7 talking about college and career choices. The University ACCESS Program maintains contact with these students each year through grade twelve. In grade 8 students are brought to campus for a College

Day Program. Intended to be a sample of career choices and a campus experience early on, these students visit the various schools, colleges and programs in the morning, and have lunch in the student center. There are generally up to ten days of student visits in early spring. Plans for the visits include an interactive or hand-on activity. The LIS Program has used faculty, lab technicians, and student association officers as hosts and facilitators at various times. The visits have included viewing of ALA recruitment videos, Q & A and conversations about the profession, opportunities to do online searching, and simple demonstrations of ways librarians use computer software packages to do their work.

6. The University hosts an annual recruitment event for which high achieving minority undergraduate students are identified among other recognitions invited to a Wayne State University Career Fair. College, Schools, Departments and Programs are invited to come and recruit from this rich pool of proven successful minority students. The Library/Information Science Program has exhibited at this particular event for the past four years. We have also successfully recruited at least two students from the event.

RESPONSE: MINORITY RECRUITMENT

Program: University of Wisconsin-Madison
School of Library and Information Studies

Respondent: James Krikelas
Interim Director

Year/Group: 91/92 - 5.19% Asian Pacific
92/93 - 5/17% Asian Pacific

We do not employ any specific strategy in recruiting students of Asian Pacific ethnic background although we always keep in mind the University's program for encouraging -- and recruiting -- students of minority background (the "Madison Plan").

The single most logical explanation for our "above the national average" is that the undergraduate student body of our University -- from whom we attract approximately one-third of our graduate students -- contains an unusually large number of Asian American students. The percentage of all minority students has risen from 5.6% to 9.4% since 1987. The largest increase was in the number of Asian Americans, which went from 675 to 1,119 undergraduates. Furthermore, the University has long-standing and internationally renown programs in South Asian Studies, Southeast Asian Studies, and the more-recently formalized program in Afro-American Studies. These programs do attract students and faculty of various minority groups. The University also maintains a strong relationship with the People's Republic of China so that there is a sizable community of international students and this may be an attraction to Asian Americans. Our School's national ranking does attract students, including Asian Americans from the U.S. as well as from oversees. Finally, the city of Madison provides a variety of services that make it an hospitable setting for Asian Americans.

In summary, I believe the large percentage of Asian Pacific students in our School reflects the local environment (University, School and city) rather than any overt activity on our part.